Foutrh Grade Literacy Expectations – Third Quarter

**Dear Parents,**

For the 3rd nine weeks, your child will be answering the questions: How does a reader gain historical insight through reading historical fiction and non-fiction text? How do I organize information to persuade a reader to accept my opinion?

Your child will learn the following:

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| **Reading- Foundational Skills** |
| Students will apply phonics and word analysis skills in decoding words.  Students will read with accuracy and fluency to support comprehension. |
| **Reading - Literature** |
| Students will refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  Students will determine main idea and key details; summarize.  Students will determine the meaning of words as they are used in a text.  Students will read and comprehend grade-level text. |
| **Reading - Informational** |
| Students will describe and explain events in historical texts, including what happened and why.  Students will make connections between the text of a story and a visual or oral presentation of text.  Students will determine the meaning of general academic and domain-specific words and phrases in a text.  Students will integrate information from two texts on the same topic in order to write or speak.  Students will compare and contrast a firsthand and secondhand account of the same event or topic.  Students will read and comprehend grade-level text. |
| **Writing** |
| Students will write opinion pieces on topics or text supporting a point of view with reasons and information.  Students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, and editing. |
| **Language** |
| Students will use relative adverbs (where, when, why).  Students will use modal auxiliaries (can, may, must) to convey various conditions.  Students will use commas before a coordinating conjunction in a compound sentence.  Students will use correct capitalization.  Students will choose punctuation for effect.  Students will use common affixes and roots as clues to the meaning of a word.  Students will demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  Students will spell grade-appropriate words correctly, consulting references as needed.  Students will use context as a clue to determine the meaning of words and phrase |
| **Speaking and Listening** |
| Students will engage in collaborative discussions.  Students will differentiate between contexts that call for formal English and situations where informal is appropriate. |
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Batesville Public Schools 5/31/12